

MYRTLE BEACH INTERMEDIATE

3301 Oak Street
Myrtle Beach, SC 29577

GRADES 4-5 Elementary School

ENROLLMENT 583 Students

PRINCIPAL Dottie Brown 843-626-5831

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	54	31	0	0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Excellent	Below Average	No
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

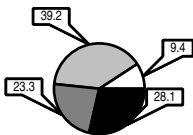
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

89.5%

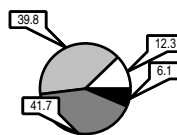
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

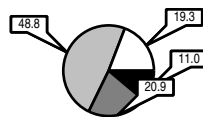
Elementary Schools with Students like Ours



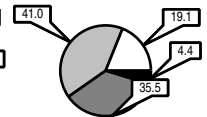
Mathematics



English/Language Arts







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	580	97.9	11.7	40.2	42.1	6.1	60.2	Yes	Yes
Gender									
Male	299	98.7	14.4	40.0	42.2	3.3	55.6		
Female	281	97.2	8.7	40.3	41.9	9.1	65.2		
Racial/Ethnic Group									
White	351	99.7	5.6	35.2	49.7	9.6	72.5	Yes	Yes
African-American	176	99.4	21.0	50.6	27.8	0.6	38.9	Yes	Yes
Asian/Pacific Islanders	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	81.6	30.8	34.6	34.6	0.0	38.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	485	97.5	8.9	38.0	46.0	7.1	66.3		
Disabled	95	100.0	26.2	51.2	21.4	1.2	28.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	580	97.9	11.7	40.2	42.1	6.1	60.2		
English Proficiency									
Limited English Proficient	32	68.8	56.3	37.5	6.3	0.0	12.5	I/S	I/S
Non-Limited English Proficient	548	99.6	10.3	40.2	43.2	6.3	61.7		
Socio-Economic Status									
Subsidized meals	358	97.8	17.7	49.4	31.9	1.0	46.1	Yes	Yes
Full-pay meals	222	98.2	2.8	26.8	56.8	13.6	80.8		

Mathematics - State Performance Objective = 15.5%									
All Students	580	99.0	9.1	39.6	23.2	28.0	67.2	Yes	Yes
Gender									
Male	299	99.3	7.7	37.6	25.8	28.8	69.4		
Female	281	98.6	10.6	41.7	20.5	27.2	65.0		
Racial/Ethnic Group									
White	351	99.4	5.0	32.2	23.5	39.3	78.3	Yes	Yes
African-American	176	98.9	16.1	53.4	21.7	8.7	48.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	21.4	39.3	25.0	14.3	53.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	485	99.2	8.1	36.4	23.5	31.9	72.6		
Disabled	95	97.9	14.5	56.6	21.7	7.2	38.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	580	99.0	9.1	39.6	23.2	28.0	67.2		
English Proficiency									
Limited English Proficient	32	93.8	35.0	55.0	10.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	548	99.3	8.1	39.0	23.8	29.1	68.7		
Socio-Economic Status									
Subsidized meals	358	98.9	13.5	52.6	19.7	14.2	53.2	Yes	Yes
Full-pay meals	222	99.1	2.8	20.9	28.4	47.9	87.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	293	99.7	18.7	37.1	38.2	6.0	44.2
	Grade 5	273	99.3	17.7	52.3	27.0	3.0	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	286	99.0	13.5	37.1	44.2	5.2	49.4
	Grade 5	294	99.7	12.5	45.2	35.9	6.4	42.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	293	100.0	10.4	39.0	21.5	29.1	50.6
	Grade 5	273	99.6	11.3	43.7	24.4	20.6	45.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	286	99.0	8.6	39.7	25.1	26.6	51.7
	Grade 5	294	99.0	10.4	43.4	17.9	28.3	46.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 583)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	0.5%	Down from 0.7%	3.0%	2.7%
Attendance rate	96.9%	Up from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.1%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		3.8%	3.5%
Eligible for gifted and talented	25.7%	Up from 22.0%	14.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.5%	Up from 12.5%	9.3%	8.2%
Older than usual for grade	0.5%	Down from 0.9%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 2.0%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	36.1%	Down from 37.1%	50.0%	51.4%
Continuing contract teachers	86.1%	Down from 91.4%	90.2%	87.5%
Highly qualified teachers**	96.8%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.6%	Down from 90.7%	87.1%	86.7%
Teacher attendance rate	96.3%	Up from 95.6%	95.0%	94.9%
Average teacher salary	\$38,708	Down 7.0%	\$40,760	\$40,760
Prof. development days/teacher	18.6 days	Up from 11.8 days	12.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 24.6 to 1	19.3 to 1	18.9 to 1
Prime instructional time	92.6%	Up from 91.3%	90.2%	90.0%
Dollars spent per pupil*	\$5,838	Up 6.8%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	63.5%	Down from 65.7%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 was an exciting year of growth and change for Myrtle Beach Intermediate School. Everyone worked together toward ensuring the success of all students through our emphasis on community building and student achievement. We analyzed our progress throughout the year in order to ensure that our students were continually challenged.

All students at Myrtle Beach Intermediate spent time each day in instruction that was specifically designed for their identified performance levels. Students had many diverse learning opportunities. They participated in integrated technology projects, service learning, Accelerated Reader and DARE. Students had opportunities to learn from visitors such as an artist-in-residence who developed a music performance with our students, a celebrated author who integrated math with literature, and community members who came to read with our students. We established a business partnership who provided mentors for a number of students, and who will continue their mentorship through each student's 8th grade year.

Our school participated in Measures of Academic Progress, a diagnostic tool that allowed us to measure students' progress continually throughout the year. Myrtle Beach Intermediate was one of two elementary schools in the district to meet and/or exceed our growth goals in all three areas of math, reading and language arts.

School-wide professional development for teachers included weekly team planning times, which focused on improving instruction and student achievement in reading comprehension and district training on reading comprehension. A significant number of teachers completed a series of graduate courses in math instruction. Fourteen teachers received endorsement to teach gifted and talented. Two teachers achieved National Board Certification, with seven more pursuing National Board Certification this year. Angie Smith was Myrtle Beach Intermediate's Teacher of the Year as well as one of the top ten teachers for Horry County Schools.

The PTO worked closely with us this year providing playground equipment as well as a marquee for the front of the school. In addition, they sponsored our annual science festival, provided the opportunity for our artist in residence, and provided awards for students each week on Spirit Day.

The Myrtle Beach Intermediate School family is proud to celebrate the successes of 2003-2004.

Dottie Brown, Principal

Mark Ousley, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	265	171
Percent satisfied with learning environment	96.8%	92.7%	90.0%
Percent satisfied with social and physical environment	96.8%	90.3%	85.4%
Percent satisfied with home-school relations	93.5%	96.2%	74.6%

*Only students at the highest elementary school grade level at this school and their parents were included.